



SCHOOLS TO WATCH-TAKING CENTER STAGE

Schools to Watch™-Taking Center Stage is a statewide program implemented by the California League of Middle Schools, California Department of Education, California Middle Grades Alliance, National Forum to Accelerate Middle-Grades Reform and the Schools to Watch™-Taking Center Stage Model Schools

For more information, visit www.clms.net/stw.



SAN LORENZO VALLEY MIDDLE SCHOOL

Designated in 2013; Re-Designated 2016, 2019

San Lorenzo Valley Unified School District
Santa Cruz County

Dr. Laurie Bruton, Superintendent

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<http://www.ms.slvusd.org>

SCHOOL CHARACTERISTICS

Community: Rural Fringe; Enrollment: 480; Grade Levels: 6-8; School Schedule: Six periods, block schedule: Late start collaboration days six periods, 45 min. Mondays six periods, 53 min. Tues/Thurs odd numbered periods, Wed/Fri even numbered periods, 110 min.

STUDENT DEMOGRAPHICS

80% White; 12% Hispanic; 4% Two or More Races; 2% Asian; 1% African American; 1% Filipino; 0% American Indian/Alaska Native; 0% Pacific Islander; 24% Free/Reduced Lunch; 2% English Learners

SCHOOL CHARACTERISTICS AND REPLICABLE PRACTICES

- Teachers give opportunities to re-write, re-test, re-learn both in the classroom and in school-based interventions.
- Half of the staff have received AVID training and have trained their colleagues in Cornell Notes, philosophical chairs, critical reading, and Socratic seminars, which are widely employed throughout the school.
- The school has successfully implemented a Bring Your Own Device program which allows teachers and students to access and interact with content, assessment, and learning in an online setting throughout the school day.
- Regular Kid-Talk sessions at staff and department meetings allow teachers and staff to discuss concerns, ask questions, and share information regarding struggling students.
- The school offers multiple interventions including: academic support classes, EL support classes, AVID, drop-in and mandatory after school tutorials, and before school and lunchtime academic support.
- Staff benefit from weekly one-hour collaboration time and three one-hour meetings each month in department, staff, and representative council teams allowing for collaboration and development of common assessment and curriculum maps.
- Students are grouped into smaller learning communities in team-teaching classes and sixth-grade core classes.
- Language arts and social studies teachers collaborate to provide interdisciplinary and parallel teaching strategies between the disciplines.
- The schedule offers team-taught sections of both language arts and math in sixth, seventh, and eighth grade. Each section is staffed with a special education teacher allowing resource students to be completely mainstreamed.
- Prior to the start of school, administration creates “super rosters” for every period of every class on campus. These rosters frontload teachers with relevant information regarding their students’ social-emotional and academic needs.
- Near the beginning of the school year staff identify students who appear to have no on-campus relationships and “adopt” them to form a relationship and provide students with an advocate and mentor.
- Students mentor elementary students, and take advanced courses at the other campus school sites on the grounds